DOCUMENT RESUME

ED 474 422 SO 034 699

TITLE	Arkansas History Frameworks. Revised.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	2002-00-00
NOTE	13p.
AVAILABLE FROM	Arkansas Department of Education, #4 Capitol Mall, Little Rock, Arkansas 72201. Tel: 501-682-4475; Web site: http://arkedu.state.ar.us/ .
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; Elementary Secondary Education; *History; *History Instruction; Mastery Learning; Public Schools; Social Studies; *State Standards
IDENTIFIERS	*Arkansas

ABSTRACT

This Arkansas history curriculum framework sets out the state content standards for grades K-4, grades 5-8, and grades 9-12. The framework lists the different history strands: Strand 1: "Time, Continuity, and Change"; Strand 2: "People, Places, and Environments"; Strand 3: "Production, Distribution, and Consumption"; Strand 4: "Power, Authority, and Governance"; and Strand 5: "Social Science Processes and Skills." Under each strand heading, the specific content standards for grades K-4, grades 5-8, and grades 9-12 are cited. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 474 422

Arkansas History Frameworks
Revised 2002

Arkansas Department of Education

BEST COPY AVAILABLE

SO 034 699

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Boardman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Arkansas History Curriculum Framework Revised 2002

Strand 1:Time, Continuity, and Change

Content Standard 1: Students will demonstrate an understanding of historical chronology, concepts, and relationships.

Grades K-4 (Student Learning Expectations)

TCC.1.1. Demonstrate the ability to think in terms of sequencing events.
TCC.1.2. Examine and analyze stories of important Arkansans and their contributions to our society.
TCC.1.3. Explain how individuals, events, and ideas influence the history of one's self, family, community, state, and nation.
TCC.1.4. Describe how history is a continuing story of people, places, and events.

Content Standard 2: Students will demonstrate an understanding of how ideas, events, and conditions bring about change.

Grades K-4 (Student Learning Expectations)

TCC.2.1. Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.
TCC.2.2. Discuss that change affects everyone and is inevitable and universal.
TCC.2.3. Use a variety of processes, such as thinking, reading, writing, listening, and speaking, to demonstrate continuity and change.
TCC.2.4. Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has happened in the past.
TCC.2.5. Interact with Arkansas literature and the arts to show how traditions help people maintain continuity and ties with the past.

Strand 2: People, Places and Environments

Content Standard 1: Students will demonstrate an understanding that people, their cultures and systems are connected and that similarities and differences exist among them.

Grades K-4 (Student Learning Expectations)

PPE.1.1. Distinguish similarities and differences in families and communities in Arkansas.

PPE.1.2. Compare and contrast similarities and differences in cultures through a variety of experiences, such as reading, writing, drawing, living history, dance, music, and simulation.

PPE.1.3. Analyze the contributions of various racial/ethnic groups and cultures to the community and state.

Content Standard 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of Arkansas.

Grades K-4 (Student Learning Expectations)

PPE.2.1. Explain how geography and the environment affect the way people live in Arkansas.

PPE.2.2. Understand and apply the five themes of geography: location, place, human-environment interaction, movement, and regions.

PPE.2.3. Distinguish the six natural geographic regions recognizing the highland/lowland areas of Arkansas.

PPE.2.4. Compare and contrast the features of Arkansas' rural and urban geographic areas.

PPE.2.5. Understand the various types of maps and how to use them.

PPE.2.6. Understand geographical terms, such as mental mapping, spatial relationships, cardinal directions, latitude, longitude, and landforms.

PPE 2.7. Explore and communicate how technology affects the natural environment, agriculture, transportation, and communication.

Strand 3: Production, Distribution, and Consumption

Content Standard 1: Students will demonstrate an understanding of the economy of Arkansas and its relationship with other economies.

Grades K-4 (Student Learning Expectations)

PDC.1.1. Categorize and prioritize wants and needs.

PDC.1.2. Apply the concept that goods and services are limited by available human and natural resources, requiring individuals and Societies to make choices.

PDC.1.3. Analyze and apply concepts of scarcity and choice by using a variety of processes, such as reading, writing, speaking, listening, graphing, charting, estimating, predicting, and using mental math.

PDC.1.4. Identify economic interdependencies between community and state.

PDC.1.5. Demonstrate an understanding of economic terms, such as *opportunity cost*, *scarcity*, and *production* and recognize the different means of economic exchange, such as bartering, trading, and marketing.

PDC.1.6. Explore the kinds of work, recreational, and tourism opportunities that Arkansans have and how they affect family and community.

PDC.1.7. Determine the natural, human, and capital resources used to produce goods and services in Arkansas.

Strand 4: Power, Authority, and Governance

Content Standard 1: Students will demonstrate an understanding of our national, state, and local government and of the rights and responsibilities of participating in a democratic society within Arkansas.

Grades K-4 (Student Learning Expectations)

PAG.1.1. Explain the need for government, rules and laws in home, school, community, and state.

PAG.1.2. Recognize official symbols of your school and state.

PAG.1.3. Distinguish among school, community, and state governments, and identify leaders at these levels, such as principal, superintendent, mayor, and governor.

PAG.1.4. Exhibit an understanding of the rights and responsibilities of citizenship in the community and state, including the importance of voting.

Strand 5: Social Science Processes and Skills

Content Standard 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem solving using the tools of social sciences.

Grades K-4 (Student Learning Expectations)

SSPS.1.1. Distinguish between primary and secondary sources.
SSPS.1.2. Interpret information from visual aids, such as charts, graphs and maps.
SSPS.1.3. Communicate knowledge and ideas in a variety of forms, such as reports, persuasive statements, journals, graphic displays, speeches, and cultural storytelling.
SSPS.1.4. Recognize and discuss different perspectives in current and past issues in Arkansas.
SSPS.1.5. Distinguish between historical fact and personal opinion in Arkansas History.

Strand 1:Time, Continuity, and Change

Content Standard 1: Students will demonstrate an understanding of historical chronology, concepts, and relationships.

Grades 5-8 (Student Learning Expectations)

TCC.1.1. Use chronological order to explain the cause and effect of events throughout Arkansas History through writing and by creating timelines, charts, and graphs.

TCC.1.2. Explore, interpret, analyze, and evaluate multiple types of primary and secondary sources to show how traditions help people maintain continuity and ties with the past.

TCC.1.3. Compare and contrast the causes and effects of conflict within the state, the nation, and the world.

TCC.1.4. Analyze how past decisions and events affect subsequent decisions throughout Arkansas's history.

Content Standard 2: Students will demonstrate an understanding of how ideas, events, and conditions bring about change.

TCC.2.1. Explore and explain the technological changes in areas such as agriculture, arts, communication, languages, literature, and transportation which affect Arkansas.

TCC.2.2. Demonstrate an understanding of how the foundations of government and political ideals in documents such as the state and national constitutions and amendments have brought about change.

TCC.2.3. Use a variety of processes such as reading, writing, listening, speaking, debating, and role playing to demonstrate continuity and change.

Strand 2: People, Places and Environments

Content Standard 1: Students will demonstrate an understanding that people, their cultures and systems, are connected and that similarities and differences exist among them.

PPE.1.1. Demonstrate an understanding that one's identity is connected to ideals and traditions from the past and other cultures through activities such as role playing and researching genealogy and other primary and secondary sources.

PPE 1.2. Identify and discuss various racial/ethnic groups and cultures in historical and contemporary Arkansas through writing, literature, and fine arts.

PPE 1.3. Examine and explain belief systems with respect to political, social, and aesthetic activities that make up Arkansas traditions.

Content Standard 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of Arkansas.

Grades 5-8 (Student Learning Expectations)

PPE 2.1. Analyze how humans have adapted to, altered, and been affected by physical environments in Arkansas.

PPE 2.2. Examine various cultures in Arkansas with respect to the five themes of geography: location, place, region, movement, and human-environment interaction using appropriate methods and tools such as field studies, simulations, interactive technology, maps, and globes.

PPE 2.3. Distinguish similarities and differences among the six natural geographic regions of Arkansas.

PPE 2.4. Locate, describe, and map varying landforms and geographic features in Arkansas, such as forests, mountains, plateaus, prairies, rivers, lakes, and wetlands.

Strand 3: Production, Distribution, and Consumption

Content Standard 1: Students will demonstrate an understanding of the economy of Arkansas and its relationship with other economies.

Grades 5-8 (Student Learning Expectations)

PDC 1.1. Describe the various Arkansas economic institutions at local, state, and national levels such as businesses, government agencies, and labor unions.

PDC.1.2. Assess how goods and services are limited by available natural and human resources requiring individuals and societies to make choices to satisfy wants and needs.

PDC.1.3. Identify and assess how national and international business competition has had an impact on Arkansas' economy.

PDC.1.4. Research and describe elements in Arkansas' economy including tourism, recreation, agriculture, and natural resources.

PDC.1.5. Explain economic terms such as *opportunity cost*, *scarcity*, and *production*, and describe different means of economic exchange such as bartering, trading and marketing.

Strand 4: Power, Authority, and Governance

Content Standard 1: Students will demonstrate an understanding of our national, state, and local government and of the rights and responsibilities of participating in a democratic society within Arkansas.

Grades 5-8 (Student Learning Expectations)

PAG 1.1. Know and understand the role of political leaders, organization, function, and operation of local, county, and state governments in Arkansas.

PAG 1.2. Explain the historical and current impact of American public policy on Arkansas' political, racial, religious, geographic, ethnic, economic, and linguistic diversity.

PAG 1.3. Summarize the characteristics of effective leadership in Arkansas in historical and contemporary time periods.

PAG 1.4. Discuss and evaluate the concept of good citizenship in Arkansas.

PAG 1.5. Practice forms of civic participation through simulations (e.g., voter registration, elections, and jury duty).

9

BEST COPY AVAILABLE

Strand 5: Social Science Processes and Skills

Content Standard 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem solving using the tools of social sciences.

Grades 5-8 (Student Learning Expectations)

SSPS 1.1. Identify primary and secondary and sources.

SSPS 1.2. Analyze artifacts, oral histories, photographs, landmarks, literature, and the arts to understand Arkansas' culture by using a variety of methods (e.g., simulations, field studies, library research, debates, presentations, role playing, projects, portfolios, synthesis, etc.).

SSPS 1.3. Apply historical methodologies to understand the differences between fact and opinion.

SSPS.1.4. Develop creative and critical thinking skills.

Strand 1:Time, Continuity, and Change

Content Standard 1: Students will demonstrate an understanding of historical chronology, concepts, and relationships.

.

Grades 9-12 (Student Learning Expectations)

TCC.1.1. Evaluate major turning points and historical events in Arkansas and connect them to the natural geographic regions in which they occurred.

TCC.1.2. Analyze continuity and change as they relate to individual rights (race, class, ethnic, and gender issues) and responsibilities over time in the state.

TCC.1.3. Describe and evaluate the historical role of national and international organizations/groups in Arkansas.

TCC.1.4. Investigate and evaluate the process and impact of change over time in Arkansas.

Content Standard 2: Students will demonstrate an understanding of how ideas, events, and conditions bring about change.

Grades 9-12 (Student Learning Expectations)

TCC.2.1. Examine the effects of science and technology on individuals, groups, and organizations within Arkansas.

TCC.2.2. Compare and contrast multiple historical perspectives.

TCC.2.3. Evaluate issues of continuity and change by applying techniques such as brainstorming, data analysis, simulations, field studies, guest speakers, debating, role-playing, and writing.

Strand 2: People, Places and Environments

Content Standard 1: Students will demonstrate an understanding that people, their cultures and systems are connected and that similarities and differences exist among them.

Grades 9-12 (Student Learning Expectations)

PPE.1.1. Analyze the impact of the connections and interactions of various individuals, groups, and institutions within Arkansas.

PPE.1.2. Examine how cultural elements such as language, literature, belief systems, and the arts can either connect people or cause conflict.

Content Standard 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of Arkansas.

Grades 9-12 (Student Learning Expectations)

PPE.2.1. Identify and describe major Arkansas population shifts and the geographic, economic, and political reasons behind those shifts.

PPE.2.2. Compare and contrast various cultures in Arkansas with respect to the five themes of geography: location, place, region, movement, and human-environment interaction

Strand 3: Production, Distribution, and Consumption

Content Standard 1: Students will demonstrate an understanding of the economy of Arkansas and its relationship with other economies.

Grades 9-12 (Student Learning Expectations)

PDC.1.1. Explore, explain, and analyze the role that location, supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.

PDC.1.2. Examine existing data and research from multiple perspectives showing how technology, population growth, resource use, and environmental quality are related to economic development within the state.

PDC.1.3. Propose and evaluate alternative uses of environments and resources in Arkansas, such as in recreation and tourism or economic development.

12

Strand 4: Power, Authority, and Governance

Content Standard 1: Students will demonstrate an understanding of our national, state, and local government and of the rights and responsibilities of participating in a democratic society within Arkansas.

Grades 9-12 (Student Learning Expectations)

PAG.4.1. Know and understand the organization, function, and operation of local, county, and state government.

PAG.4.2. Examine methods influencing policy making in a democratic government on the local, state, and national government level.

PAG.4.3. Analyze in historical and contemporary perspectives the characteristics of effective political leadership in Arkansas including politicians of both genders.

PAG.4.4. Discuss and demonstrate the concepts of good citizenship including respect for the property of others, school and community involvement, and respect for authority (e.g., debate, speech, oral presentations, oral interpretation, written documents, community service projects).

Strand 5: Social Science Processes and Skills

Content Standard 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem solving using the tools of social sciences.

Grades 9-12 (Student Learning Expectations)

SSPS.1.1 Use appropriate tools such as globes, maps, statistical data, primary and secondary historical sources, relevant media resources, interactive technologies, and fieldwork for the study of Arkansas History.

SSPS.1.2 Integrate reading, writing, listening, and speaking skills throughout the study of Arkansas History.

SSPS.1.3. Understand the differences between fact and opinion in Arkansas History by applying historical methodologies, including but not limited to, evaluating of evidence, considering credibility of sources, and searching for causation.

SSPS.1.4. Develop and enhance observation, questioning, and interpretive skills.

SSPS.1.5. Develop and enhance critical analysis skills, such as cause and effect and inductive and deductive reasoning.

SSPS.1.6. Employ creative and critical thinking skills.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").